

BE A MICHIGAN READER

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler page. You may reproduce the pages in this supplement to use with students. For an additional page of book and Web resources, see the PDF version of this teacher's guide at the Michigan Time Traveler on-line: www.sos.state.mi.us/history/timetraveler/index.html.

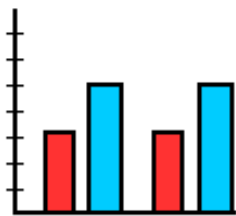
DISCUSSION GUIDE

(SOC 1.3. *Analyze and Interpret the Past*; SOC II.3 *Location, Movement, and Connections*; ELA 3. *Meaning and Communication in Context*)

- **Michigan Authors.** Ask students to answer these questions and locate each place that is mentioned on a map. Which story takes place in Michigan's "Thumb?" (*Copper-Toed Boots*) Name the five major bodies of water in *Paddle to the Sea*. (Great Lakes) Where is Michigan's "Fruit Belt?" (SW and along Lake Michigan shore) Which author lives in Branch County? (Polacco) Find the Michigan city that celebrates tulips in spring. (Holland) Which story takes place in the woods and along the coast of Lake Huron from Detroit to Mackinac Island. (*The Young Voyageur*)
- **Wizards Were Hot 100 Years Ago!** Who wrote *The Wonderful Wizard of Oz*? What was his connection to Michigan? What kinds of stories did kids read before there were many stories written especially for kids? What is one way we can tell that the Oz books were popular? (sequels)
- **What's Hot Today?** What kind of books does Johnathan Rand write? How does Janie Lynn Panagopoulos tell the history-based stories in her books? Where in Michigan do some of Gloria Whelan's and Robert Lytle's stories take place?
- **Time Line of Kids' Books.** What titles do you recognize? What about their stories has helped these books stay popular? Which have been made into films or television shows? How many did you first know as books? As movies? (See Activity One.)

ACTIVITY ONE: Books or Movies?

(ELA 11. *Inquiry and Research*; MAT III.1. *Collection, Organization and Presentation of Data*)



Discuss: When a book is made into a movie, are you glad you've already read the book? If you haven't read the book, do you want to read it before or after you see the movie?

Do: Have students make a bar chart to compare the ways in which the class has become acquainted with popular children's literature. Copy the handout (page 3) or have students draw their own bar chart. Mark the left vertical axis to indicate the number of students in the classroom. The horizontal axis is divided by titles of books that have been made into movies with space for bars for each. Ask students to suggest book titles for the chart. (Selecting recent popular films or films that are often shown on television increases the chances of students having had an opportunity to see them.) Take three counts for each title. Ask students to raise their hands to show if (1) they have neither read the book nor seen the movie, (2) if they read the book first or only read the book, or (3) if they saw the movie first or only saw the movie. Count the responses and write them on the board. Have students draw and color bars on their charts to illustrate the responses. Ask students look for patterns that answer the question: How do we in this class tend to first enjoy books, by reading or by seeing the movie? **Discuss:** What are the advantages of reading the book first? (more detail, use your imagination, a personal activity) What are the advantages of seeing the movie? (color, sound, favorite actors, a social activity) Are there disadvantages when someone makes a movie out of a book? (changes in story or ending, interpreting characters differently)

Do: Make another bar chart. This time select titles of books from the Time Line and place along the horizontal axis. Ask students for titles of other favorite books and add some to the chart. Ask students to raise their hands if they have read each book. Count hands raised. Write the results on the board. Have students complete their bar charts with the data. **Discuss:** What were the most popular books among the titles listed? Ask students who have read them to tell what they liked best about the books and suggest a reason that others should read them.

ACTIVITY TWO: How Does a Writer Get Story Ideas?

(ELA 1. Meaning and Communication: Reading, ELA 2. Meaning and Communication: Writing; ELA 2. Meaning and Communication in Context)

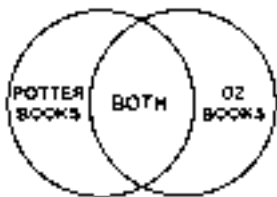
Discuss: Johnathan Rand writes exciting stories for young readers that have Michigan settings. They also have intriguing titles such as *Mayhem on Mackinac Island* and *Aliens Attack Alpena*. He either lived or worked in many of the cities that became settings for his books. When he showed some of his books to the kids in the audience at a “Read Across America” presentation at the Michigan Library and Historical Center, the kids were eager to suggest their own titles, especially with the name of their home towns. He told them that all their suggestions meant that they probably have good story ideas within themselves. Authors find story ideas everywhere, from a pet doing something smart or silly to an item in today’s news.

Do: Select and copy appropriate news items in advance so that every third or fourth student will read the same item. Stories with action or interesting locations such as archaeological discoveries, rescues and sports stimulate creative writing. After students have read their stories, ask them to make up a story about the incident in the news and create an exciting title. Prompt them by asking them to think about these questions, “Who are you?” “What is your role?” “What does the setting look like?” “How do you interact with the other persons?” When finished, have the students read their stories aloud. **Discuss:** How did each student interpret the story differently and creatively?

ACTIVITY THREE: Compare “Wizard Books”

(ELA 1. Meaning and Communication: Reading, ELA 2. Meaning and Communication: Writing; ELA 2. Meaning and Communication in Context)

Discuss: After students have read and discussed “Wizards Were Hot 100 Years Ago” from the Time Traveler page, find out how many are familiar with J. K. Rowling’s series of Harry Potter books or the movie made from the first book, *Harry Potter and the Sorcerer’s Stone*. Ask students who have read the books to describe the stories for others who may not be familiar with them. Do the same for *The Wonderful Wizard of Oz*. Students will know this book as *The Wizard of Oz*, as the word “wonderful” was dropped in later editions and for the film.

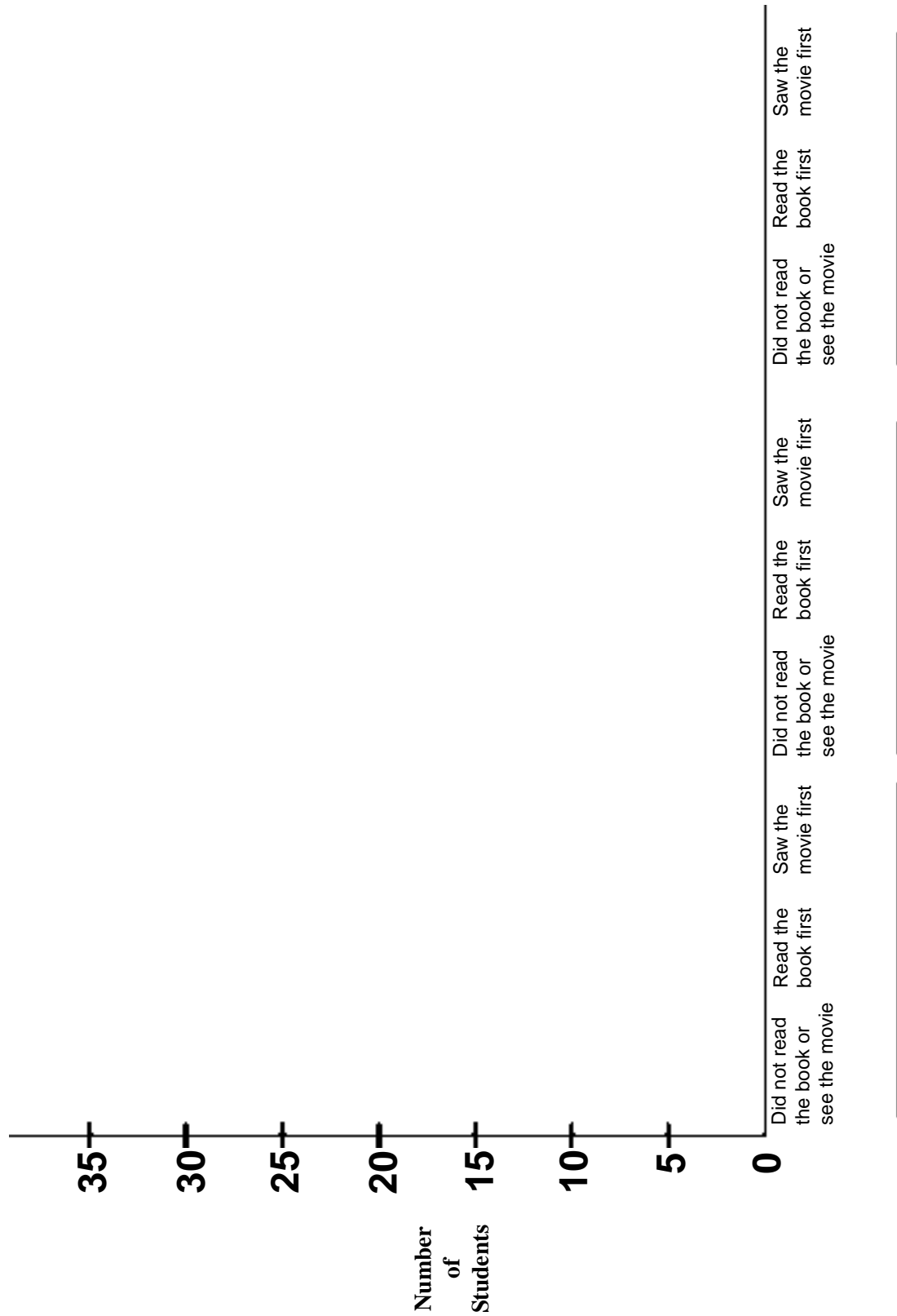


Do: Using a Venn Diagram, compare elements from the Harry Potter books and *The Wonderful Wizard of Oz*. (Include Oz sequels if available at your library. Some text from the original edition of *The Wonderful Wizard of Oz* that can be related to the Harry Potter books is included on page 4.) Ask students to find things that are similar in the stories. (For example: Harry Potter and Dorothy are both children; both are orphans; both live with their aunt and uncle; both children need to overcome obstacles; both

books mention people turning into animals.) List things that are similar in the books in the area shared by the two circles in the Venn Diagram. Then ask students to find things that are unique to each story and list them the area named for its story. Extend the lesson: ask students to identify which items in their Venn Diagram are part of the basic elements of a story: character development, the setting, the plot. If your students have studied myths—from which some Oz and Potter book elements are drawn—ask them to select a character from a myth and a setting (in Michigan!) and develop a plot, then write a short story using those three elements.

(The Harry Potter series of books is published in the U. S. by Arthur A. Levine Books, Thorndike Press and Scholastic Trade. Harry Potter is a registered trademark of Warner Bros.)

Books or Movies? Bar Chart



The Wonderful Wizard of Oz

Read these paragraphs from *The Wonderful Wizard of Oz*. Then think of the books about Harry Potter by J. K. Rowling. What things can you find that are the same or different among the characters and stories by these two authors?

1. *Dorothy lived in the midst of the great Kansas prairies with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. . . . She was thin and gaunt and never smiled, now. When Dorothy, who was an orphan, first came to here, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears. . . . Uncle Henry never laughed.*
2. *[The Witch of the North said] "In the civilized countries I believe there are no witches left; nor wizards, nor sorceresses, nor magicians. But, you see, the Land of Oz has never been civilized, for we are cut off from all the rest of the world. Therefore we still have witches and wizards amongst us."*
3. *"What are the Kalidahs?" asked the girl.*

"They are monstrous beasts with bodies like bears and heads like tigers," replied the Lion; "and with claws so long and sharp that they could tear me in two as easily as I could kill Toto. I'm terribly afraid of them."
4. *Soon they found themselves in the midst of a great meadow of poppies. Now it is well known that when there are many of these flowers together their odor is so powerful that anyone who breathes it falls asleep, and if the sleeper is not carried away from the scent of the flowers he sleeps on and on forever.*
5. *"You see, Oz is a great Wizard, and can take on any form he wishes. So that some say he looks like a bird; and some say he looks like an elephant; and some say he looks like a cat. To others he appears as a beautiful fairy, or a brownie, or in any other form that pleases him. But who the real Oz is, when he is in his own form, no living person can tell."*
6. *"Where did you get the mark upon your forehead?" continued the voice [of Oz, the Great and Terrible].*

"That is where the good Witch of the North kissed me when she bade me good-bye and sent me to you," said the girl [Dorothy].
7. *There was in her [the Wicked Witch of the West] cupboard, a Golden Cap, with a circle of diamonds and rubies running round it. This Golden Cap had a charm. Whoever owned it could call three times upon the Winged Monkeys, who would obey any order they were given. But no person could command these strange creatures more than three times.*

SOURCE: Baum, L. Frank. *The Wonderful Wizard of Oz*. Illustrated by W. W. Denslow. Chicago and NY: George M. Hill Co., 1900.

Be A Michigan Reader Selected Resources

BOOKS

- Moen, Christine Boardman. *Teaching With Caldecott Books: Activities Across the Curriculum*. NY: Scholastic Professional Books, 1991.
- Roberts, Patricia L. *Literature-Based History Activities for Children*, Grades 4-8. Boston, Allyn and Bacon, 1997.
- Smallwood, Carol (Ed.) *Michigan Authors* (Third Ed.). Hillsdale, MI: Hillsdale Educational Publishers in cooperation with the Michigan Association for Media in Education: 1993. (The Michigan Center for the Book and the Michigan Association for Media in Education are currently updating this *Michigan Authors* for a new database of *Michigan Authors and Illustrators*. Current plans are to make this on-line 4th edition accessible on the Library of Michigan Web site: www.libraryofmichigan.org.)

WEB SITES

- Leasher, Evelyn (Comp.) Michigan & the Great Lakes Books for Children. September 1997. Clarke Historical Library. www.lib.cmich.edu/clarke/childlit.htm.
- Pre-1850 Children's Books. An Exhibit from the Library of Michigan's Rare Book Collection: www.libraryofmichigan.org/collections/rareexhibit/childrensbookexhibit.htm
- NEA's Read Across America. www.nea.org/readacross
- The Caldecott Medal, American Library Association. www.ala.org/alsc/caldecott.html
- The Newbery Medal, American Library Association. www.ala.org/alsc/newbery.html
- Children's Book Council. www.cbcbooks.org
- Michigan Reading Association: www.mraread.org
- American Library Association: www.ala.org
- 100 Favorite Children's Books, The New York Public Library: www.nypl.org/branch/kids/100/animal.html
- America Reads: www.ed.gov/inits/americareads/index.html
- Page by Page: Creating a Children's Book, National Library of Canada: www.nlc-bnc.ca/pagebypage/
- Marguerite deAngeli Collection, Lapeer County Library, MI: www.deangeli.lapeer.org
- Christopher Paul Curtis, Teachers@Random: www.randomhouse.com/teachers/authors/curtis.html
- Patricia Polacco: www.patriciapolacco.com

HARRY POTTER OFFICIAL SITES

- Harry Potter (Scholastic). See Discussion Guides for Teachers in "About the Books." www.scholastic.com/harrypotter/home.asp
- Harry Potter Books from Bloomsbury (British publisher's Web site) www.bloomsburymagazine.com/harrypotter
- Harry Potter (Warner Bros.) harrypotter.warnerbros.com

Many libraries offer lists of books to read "if you like Harry Potter books."

www.acpl.lib.in.us/Childrens_Services/likeharrypotter.html (Allen Co., IN)
www.aadl.org/kidspg/bibs/afterharry.htm (Ann Arbor, MI)
www.bpl.org/kids/booklists/harrypotter.htm (Boston, MA)
www.monroe.lib.in.us/childrens/potterbib.html (Monroe Co., IN)
www.co.multnomah.or.us/lib/kids/harrypotter.html (Multnomah Co., OR)
sfpl4.sfpl.org/edc/booklists/potter.html (San Francisco, CA)